

Lesson 1: Introduction and Purpose

Lesson 1

Introduction & Purpose

Slide 1

Training Program & Materials

Healthy School Meals Training has been designed to support the three major training objectives of USDA's Team Nutrition *Strategy Plan for Training and Technical Assistance to Achieve Healthy School Meals*:

- Implement the final rule of June 13, 1995
- Provide healthy school meals
- Provide state agency technical assistance

This training encompasses more than training on the final rule and regulations. The title refers to healthy school meals, and although the regulations will be covered completely, the healthy meals aspect will also be covered in detail.

The training covers several of the recommended topic areas and content of the *Guidelines for Training Food Service Professionals to Achieve Healthy School Meals*, which serve as a guide for organizing and implementing Team Nutrition "change-driven" training. The recommended topics for food service directors and supervisors are:

- Nutrition Requirements
- Menu Planning for School Meals
- Procurement
- Financial Management

Of the four areas listed, the first three will be covered in this training. For more information on the Guidelines, see Appendix C.

Notes

1 Interest Building Strategy/Set Self-Introductions

Activity – Appendix A: Concerns

Preconceived Ideas and Fears

Allow participants to express, share and reduce misconceptions.

1. Form groups of 4-6. Have them select a recorder and a reporter. Provide a pen and a copy of Appendix A on an overhead transparency sheet.
2. Ask them to respond quickly to the questions in Appendix A:
 - What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
 - How can the trainer help diminish your fears/concerns?
3. After a few minutes, ask the reporter to present to the whole group.
4. The trainer will empathize with trainee needs and provide reassurance on how the training will negate those concerns.

2 Review Competencies

3 Purpose

The purpose of this lesson is to:

- Give a brief overview of the training program.
- Review the background for making changes in the meal programs.
- Help schools deal with change.

Key Action Steps

What do we need to do to ensure healthy, attractive, tasty and acceptable school meals?

- Plan menus
- Purchase food
- Modify recipes
- Use good preparation techniques
- Get students to consume the meals

These five key action steps are included in this training program. These action steps are covered in relationship to the final rule and are part of the effort to assist state agencies in their role of monitoring and helping school food authorities develop correctional plans.

Training Content

Over the next few days you will be learning about the new menu planning systems available to you.

Participants will learn the following in this course:

Course Content

Healthy School Meals Training

1. Introduction and Purpose
2. Program Requirements - Food Based
3. Program Requirements - NuMenus and Assisted NuMenus
4. Dietary Guidelines as Applied to Children
5. Standardized Recipes and Preparation Techniques

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1. The three new menu planning systems and how to approach making changes.
2. Program requirements for Food Based Menus.
3. Program requirements for NuMenus and Assisted NuMenus.
4. Children's nutritional needs and the influences on their food choices.
5. Relationship between standardized recipes and preparation techniques that apply the Dietary Guidelines to children's nutritional needs and support nutrient retention.

Notes

4 Transfer

Remember when you were sixteen and anxious to get your driver's license so you could have some wheels? Learning to drive required taking classes, practicing, patience and costs (someone had to pay for insurance and gas). Changing your menu planning system has some of the same requirements:

1. Training
Participation in the Healthy School Meals Training is essential. The focus of the training will be on the entire process of menu planning to implement healthy school meals.
2. Practice
Was it easy to learn to drive? Learning anything new means trials, errors and lots of patience.
3. Costs
Initially, implementing healthy school meals will take extra effort. You will discover, however, that long-term benefits outweigh the minimal costs.

5 Instruction

Review the course content and materials.

Refer to the Foreword to review the lesson format and the book layout. Explain why we are doing the lessons in this order.

We are building up to planning a menu and checking to see if it meets the requirement, just as we gather the ingredients before we start cooking.

Course Content*Healthy School Meals Training*

6. Food Procurement
7. ABCs of Menu Planning
8. Nutrient Databases and Software for Child Nutrition Programs
9. Nutrient Analysis
10. Marketing Healthy School Meals

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6. Purchasing techniques that improve the nutritional quality of food.
7. The ABCs of planning menus for healthy school meals.
8. The role of USDA's approved nutrient database for Child Nutrition Programs, the local database and software systems in providing healthy school meals.
9. Nutrient analysis methods for recipes and menus.
10. Marketing the benefits of healthy school meals.

By the time the lessons are completed, you will feel confident in your ability to implement your chosen menu planning system.

Background

In recent years, concerns have emerged regarding the overall nutritional content of school meals. These concerns address findings that the diet of Americans has changed from being low in nutrients and adequate in calories to containing an overabundance of calories, fat, saturated fat, cholesterol and sodium. At the same time, Americans eat too few grains, fruits and vegetables. A good diet can help to reduce the occurrence of chronic health diseases and promote good health and well being.

As a first step in dealing with these concerns, the United States Department of Agriculture (USDA), in conjunction with the Department of Health and Human Services, issued the Dietary Guidelines for Americans, which established recommendations on diet changes which, if implemented, could bring about a healthy American diet. These guidelines call for moderation and the avoidance of extremes in the diet. USDA is committed to fully implementing the Dietary Guidelines in school meals.

School Meals Initiative for Healthy Children

Notes

Nutrition Goals

USDA School Meals Initiative for Healthy Children

Nutrition Goals

- Recommended Dietary Allowances (RDA)
 - 1/4 RDA for breakfast
 - 1/3 RDA for lunch
- Calorie Goals
 - Age appropriate
- Dietary Guidelines for Americans
 - Balanced nutrient content

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The USDA *School Meals Initiative for Healthy Children* underscores our national health responsibility to provide healthy school meals that are consistent with the Recommended Dietary Allowances (RDA), the calorie goals and the Dietary Guidelines for Americans.

Healthy School Meals

The concept of a healthy school meal encompasses more than just meeting the Dietary Guidelines for Americans. It also means meeting the following additional goals:

Healthy School Meals Goals

1. Culinary principles
2. Focus on customers
3. Safe meals
4. Make meals accessible
5. Learning laboratory
6. Cultural and environmental
7. Social meal
8. Education
9. Serving environment
10. Link with school policy

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Goals

1. Incorporate culinary principles of taste and presentation.
2. Focus on customers served, incorporating regional, cultural, ethnic and other preferences.
3. Provide safe meals for children.

4. Make meals accessible to all children.
5. Reinforce classroom nutrition education by providing a "learning laboratory" for healthy food choices.
6. Assist in increasing appreciation of food origins, cultural food history, variety of foods and relationship to environment and agriculture.
7. Support and teach the principles of the "social meal."
8. Provide education in the preparation and service of healthy, economical meals.
9. Serve in an encouraging environment with adequate time for meal service.
10. Link with a school nutrition policy promoting healthy food choices throughout the school.

Notes

Implementing a New Menu Planning System

USDA recognizes that it will be necessary to change traditional meal patterns in order to implement these nutrition goals in schools. The Department is providing three alternative menu planning systems as a replacement for the traditional meal patterns:

Menu Planning Systems for Healthy School Meals

- Food Based Menus
- NuMenus
(Nutrient Standard Menu Planning)
- Assisted NuMenus
(Assisted Nutrient Standard Menu Planning)

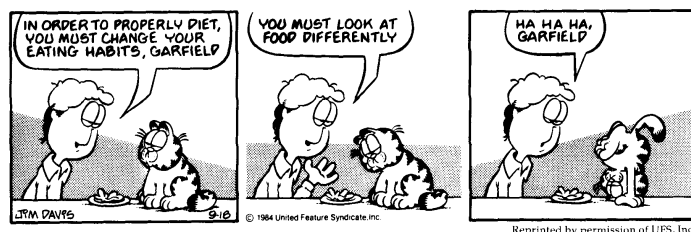
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One of the three new menu planning systems will serve as the method for your school district to implement the Dietary Guideline goals as well as meet the Recommended Dietary Allowances and the calorie needs. Menu planners are faced with tremendous challenges and opportunities for improving the health of American children. Serving healthier meals is a major step toward achieving that objective.

The choice of which system to use is up to each school food authority. Schools may choose more than one system if the needs of schools within the district vary. The three systems will be covered in detail under the program requirements lessons.

Suggestions for Managing Change

Garfield



1

Managing Change

You have taken a leadership role by making the commitment to implement healthy school meals in your school district. This requires you to assist others in shifting their old habits to new patterns of behavior, thoughts and actions. This is a gradual process. Understanding change can help you to implement changes with less negative impact on the organization and individuals.

How people react to a change depends on how they see the change:

- Do they see it as a burden or a challenge?
- Are the benefits as outlined by the person or entity that wants the change clear and real to those who must implement the change?
- Are there immediate and long-term benefits? Immediate benefits will help in the initial stages. The long-term benefits help over time.
- A change that impacts only one function is easier to implement. Those that impact many functions have many opportunities for derailing.
- What is the impact on the organization? Will it benefit the organization only? Or will the individuals feel the impact of the change and get no benefit?
- How the change is presented in terms of these questions will affect the success of the change.

Resisting Change

Reasons for Resisting Change

- Sense of loss
- Misunderstandings
- Does not make sense
- Fear of unknown

Notes

Show Transparency 2 – Garfield cartoon

Some of us hate change, but we all have to do it, no matter how hard we try to avoid it. We have some suggestions for managing change which apply to implementing healthy school meals. Why don't people like to change?

6 Guided Practice

Activity – Change

Activity: Lead participants through the following activity.

Task 1: Have participants write their full name on a blank piece of paper.

Task 2: Now, have them use the opposite hand to write their name.

Ask what their reactions were, verbal and nonverbal.

How did they feel about their second task?

Regardless of how they felt, were they able to do it?

How successful would they be if they had the opportunity to practice Task 2 many times?

- Relate this experience to planning menus with a new menu planning system.
- After completing the section on managing change have them write on the page beneath their name two ways they will deal with resistance to change at their site.

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Recognize that with change there will be emotional turmoil. The most common reasons people do not like change are:

- A desire not to lose something of value.
- A misunderstanding of the change and its implications, or a lack of trust.
- A belief that the change does not make sense. Sometimes this is good if those resisting change have information that might help identify some barriers or new methods.
- A low tolerance for change, or a fear they will not be able to develop new skills and behaviors that will be required.

Dealing successfully with resistance to change depends on the availability of time, resources and the individuals involved.

Dealing with Resistance

Dealing With Resistance

- Educate
- Involve
- Train
- Explain why
- Go step-by-step
- Create enthusiasm!!

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Educate

Educate the child nutrition program staff, teachers, students and parents before implementing the change. Explain to them the rationale and benefits of implementing healthy school meals and the importance of serving healthier meals to the children. When implementing any type of change, the chance of success is greatest when those involved have the opportunity to contribute ideas when the change is proposed.

Stakeholders

Involve key stakeholders, which will help them commit to the change. You may want to form an advisory group to assure input from principals, board members, teachers, coaches, school nurses, child nutrition staff, parents and students. It takes effort to get acceptance of a new nutrition program into the school. Support is needed from everyone.

Notes

Who are the stakeholders? Get them involved.

See Appendix B for a clever rap poem about making organizational change. You may want to use it in staff training.

Train, train, train!!

Educate on the rationale and importance of healthy meals. Get their ideas and support.

Training

Provide staff training in new skills such as basic computer operations and nutrient analysis. Your staff will not be familiar with your new menu planning system and how changes in food production will affect the nutrient content of meals.

Dietary Guidelines for Americans

Discuss the health basis for the Dietary Guidelines and the changes. This will help your staff understand why the proposed changes are important.

Step by Step

Following the Dietary Guidelines does not mean that food will not taste good or be acceptable to the customer. Make small step-by-step changes in recipes and menus to begin creating an excellent program that will be helpful, educational and cost-effective.

Create Enthusiasm

Creating enthusiasm among children and their teachers will improve the acceptance of meal changes. Provide resources and training to teachers on ways to apply nutrition in the instructional curriculum. In schools, promoting new menus with posters, logos, contests and themes encourages students to participate. Having children assist with preparation of some snacks increases their willingness to try a variety of foods.

Make small changes to make a big difference. Then market those changes to students, parents and staff.

Notes

7 Individual Practice

Decide which menu planning system will best fit your food service operation.

8 Closure

Review competencies.

9 Back on the Job...

Pick a partner in the room before the end of the training. Contact every three months to check on progress.

Appendix A: Activity

Concerns

1. What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
2. How can the trainer help to diminish your concerns?

Appendix B: Poem

Then and Now

by Jack Collins

They say that change is constant
We know that it is true
But when it comes to action
Which changes should we do?

Some say to go for trendy
Some say don't change at all
Some want to plow in head first
And some just stall and stall

We start out in denial
And then we will resist
When it's time to get on board
We find the boat is missed

Exploring change will help us grow
Until we can commit
But when it comes on too fast
We sometimes want to quit

Reminiscing on the good old days
Will help to get you by
But dwelling on the past
Is like mom and apple pie

The memories are always better
Than the truth it seems
The only way to live and grow
Is to manage change in teams

Together

If change is really constant
What else can we do?
Let's embrace it, then move on
It's up to me and you

*Change: A poem presented by the Contra Costa County Board of Education,
Institute Day, September 7, 1993*

Appendix C: Guidelines for Training Food Service Professionals to Achieve Healthy School Meals

Appendices

Appendix D: Instructor Outline

Lesson 1: Introduction and Purpose

Lesson Time

Approximately 1 1/4 hours

Equipment

- ✓ Slide projector
- ✓ Overhead projector
- ✓ 2 screens

Materials

- ✓ Slides
- ✓ Transparencies:
 - T-1 Activity – Appendix A: Concerns (1 for each group of 5-6, plus 1 for instructor)
 - T-2 Cartoon: Garfield
- ✓ Table tents with participant names
- ✓ Blank paper
- ✓ Name tags

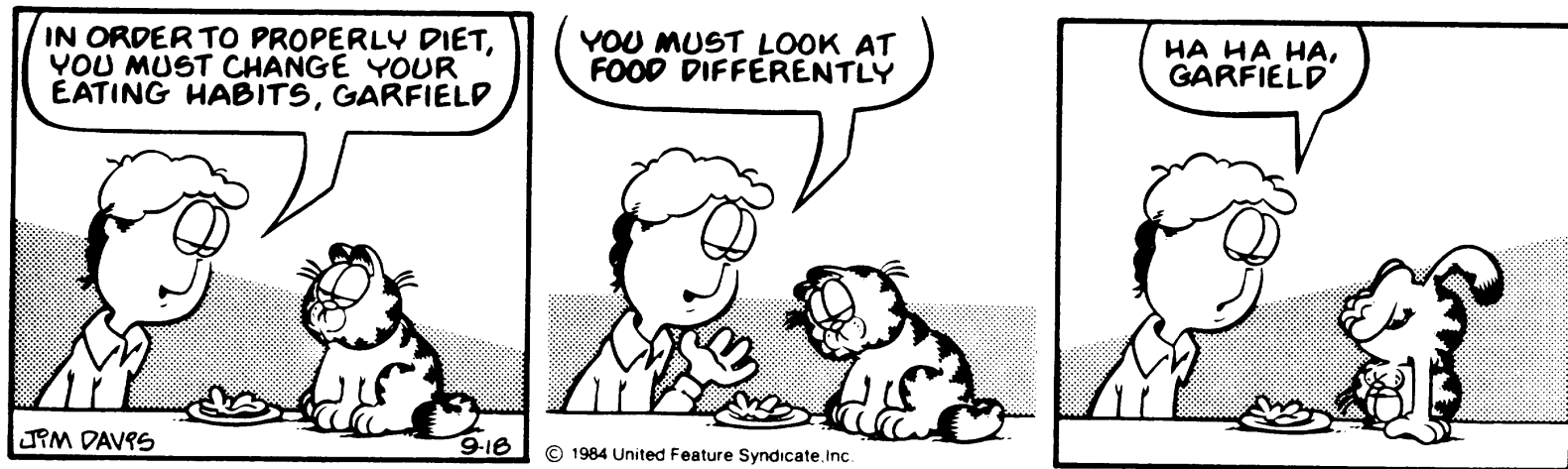
Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) Have everyone introduce themselves.
 - b) Activity: Introduce the warm-up activity in Appendix A: Concerns.
 - c) Allow participants to express, share and reduce misconceptions.
 - i) Form groups of 4-6. Have them select a recorder and a reporter. Provide a pen and a copy of Appendix A on an overhead transparency sheet.
 - ii) Ask them to respond quickly to the questions on Appendix A:
 - a) What are some of the fears, concerns or preconceived ideas you had prior to coming to this training?
 - b) How can the trainer help to diminish your concerns?
 - iii) After a few minutes, ask the reporter to present to the whole group.
 - iv) The trainer will empathize with trainee needs and provide reassurance on how the training will negate those concerns.
2. Review Competencies.
3. Purpose
 - a) The purpose of this lesson is to:
 - i) Give a brief overview of the three new menu planning systems for implementing healthy school meals and
 - ii) Help schools deal with change.
4. Transfer
 - a) Remember when you were sixteen and anxious to get your driver's license so you could have some wheels? Learning to drive required taking classes, practicing, patience and costs (someone had to pay for insurance and gas). Changing your menu planning system has some of the same requirements:
 - i) Training
 - a) Participation in the Healthy School Meals Training is essential. The focus of the training will be on the entire process of menu planning to implement healthy school meals.
 - ii) Practice
 - a) Was it easy to learn to drive? Learning anything new means trials, errors and lots of patience.
 - iii) Costs
 - a) Initially, implementing healthy school meals will take extra effort. You will discover, however, that long-term benefits outweigh the minimal costs.
5. Instruction
 - a) Review the course content and materials.
 - i) Refer to the Foreword to review the lesson format and the book layout.
 - ii) Explain why we are doing the lessons in this order.
 - a) We are building up to planning a menu and checking to see if it meets the requirements, just as we gather the ingredients before we start cooking.
 - b) Review the background and rationale for making changes in the American diet.
 - i) Discuss the nutrition goals for healthy school meals.
 - c) Give an overview of the broader goals for healthy school meals.
 - d) Activity: "I am healthy, happy and here to have fun."
 - e) Have participants repeat the phrase until they relax and laugh.
 - f) Transparency: Show T-2, Garfield cartoon on change.
 - g) Do change activity. See 6. a).

- h) Discuss managing change.
- 6. Guided Practice
 - a) Activity: Lead participants through the following activity.
 - i) Task 1: Have participants write their full name on a blank piece of paper.
 - ii) Task 2: Now, have them use the opposite hand to write their name.
 - iii) Ask what their reactions were, verbal and nonverbal.
 - iv) How did they feel about their second task?
 - v) Regardless of how they felt, were they able to do it?
 - vi) How successful would they be if they had the opportunity to practice Task 2 many times?
 - Relate this experience to planning menus with a new menu planning system.
 - After completing the section on change, have them write on the page beneath their name two ways they will deal with resistance to change at their site.
- 7. Individual Practice
 - a) Decide which menu planning system will best fit your food service operation.
- 8. Closure
 - a) Review competencies.
- 9. Back on the Job...
 - a) Pick a partner in the room before the end of the training. Contact every three months to check on progress
- 10. Appendices
 - a) Appendix A: Concerns
 - b) Appendix B: Poem
 - c) Appendix C: Guidelines for Training Food Service Professionals to Achieve Healthy School Meals
 - d) Appendix D: Instructor Outline

T-1

Garfield



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Lesson 1: Introduction and Purpose

Competencies

Participants will be able to:

1. Explain one reason for the concern about the diet of American children.
2. List two ways to deal with resistance to change.

